DOCUMENT RESUME

ED 418 296 CE 076 233

TITLE	SHADES: A Resource Manual for Diversity Awareness. Information Collection & Exchange R0104.
INSTITUTION	Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE	1996-06-00
NOTE	59p.
AVAILABLE FROM	Peace Corps, Information Collection & Exchange, 1990 K Street, N.W., 8th Floor, Washington, DC 20526.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Adult Education; *Cultural Awareness; *Cultural Differences; Ethnic Groups; Ethnicity; *Inservice Education; Learning Activities; Minority Groups; *Multicultural Education; Voluntary Agencies; *Volunteer Training; Volunteers
IDENTIFIERS	*Peace Corps; *United States

ABSTRACT

This resource manual is designed to provide Peace Corps trainers, trainees, and volunteers with an opportunity to learn more about diversity in the United States so they may help others they are serving to understand what it means to be an American. Section I contains six activities for preservice training: Just the Facts; If I Were; Stereotypes: A Role Play; Panel Discussion of Diverse Volunteers; Subject Bomb; and Diversity Dialogues. Section II has four activities for inservice language and cultural training: Strategy Talk; Dispelling the Myths; Diversity Questionnaire; and Volunteer Skits on Diversity. Components of the activities in Sections I-II are title, objective, materials list, preparation, time, procedure, and notes, examples, or required materials. Section III consists of eight lessons for the classroom: Find the American Game; Concentration; The Ethnicity Game; American History/Holidays with a Twist; Teaching About Minority Historical Figures; American Life; Current Events/State of Affairs of Minority Americans; and Short Stories with Diverse Characters. Lesson components include objective, target group, preparation, procedure, and supplemental materials, including suggested resources for reading materials, reading passages, sample lesson plan, examples, and activities. Section IV contains essays that express Peace Corps volunteers' comments on their experiences. An appendix lists 49 resource organizations and an encyclopedia of associations. (YLB)

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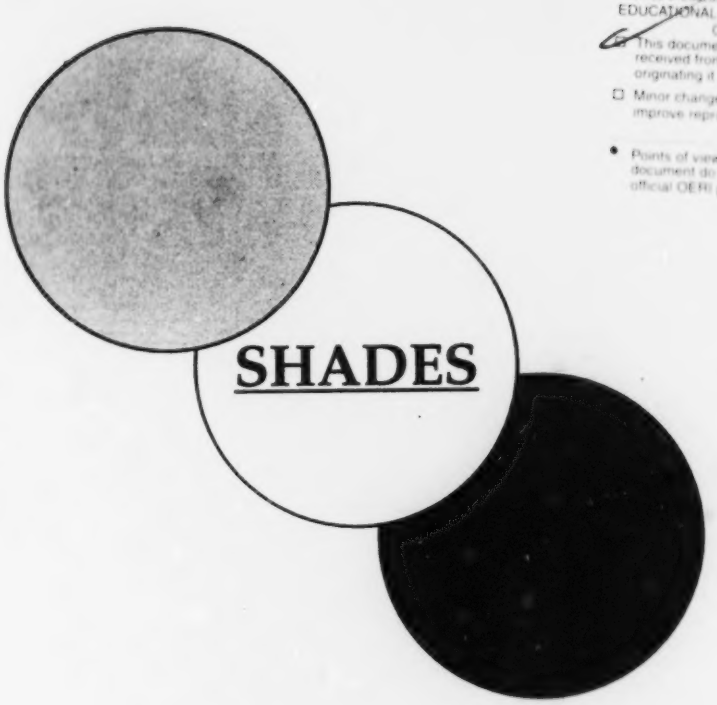

SHADES

A RESOURCE MANUAL

FOR

DIVERSITY AWARENESS

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A RESOURCE MANUAL

FOR DIVERSITY AWARENESS

Peace Corps/Thialand

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Information Collection & Exchange
June 1996

R0104

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FORWARD

The SHADES Committee of Peace Corps Thailand serves to promote awareness of cultural diversity that exists within American society and to provide support to the diverse members of the Peace Corps community here in Thailand.

This, our mission statement, is based upon the second goal of the Peace Corps which asks that Volunteers to "help promote a better understanding of the American people on the part of the peoples served." However, it is only after we *ourselves* understand the diversity that exists within the United States that we can help *others* to understand. Even when we do, we still must be given the tools necessary to spread this message effectively and with sensitivity.

Last year, the members of the Shades Committee/Thailand realized the need to develop this resource manual. In our dealings with other Volunteers it was apparent that some had never realized the importance of issues of diversity. Even the diverse members of the Peace Corps community recognized the benefits of learning about the problems and concerns of other diverse Volunteers. Furthermore, it seemed that our training did not allow for enough discussion of pertinent issues. Nor were there ample ideas that we could take back to our villages and schools in order to share with Thai people about these issues that were so important to us, and such an integral part of the second goal of Peace Corps.

It is our hope that you, the Peace Corps trainers, trainees and Volunteers will find this manual useful in providing a chance to learn more about American diversity so that you may in return help others understand.

ACKNOWLEDGEMENTS

The SHADES Committee would like to thank those people who have worked on this manual over the past year. Members and friends of the Committee who have contributed their ideas and suggestions include the following people: David Boorman, Jennifer Dillard, Lucy Gluck, Sheri Nouane Johnson, Pearl Kim, Mark Kregel, Romina Magno, Jason Sanford, Heidi Taam, and Rebecca Tincher and Tam Troung. We especially thank Arleta Little and Christine Min Wotipka for typing and designing the manual in addition to contributing essays and activities.

Shelly Westebbe, Thailand's Associate Peace Corps Director of the Training Section, has been a wonderful source of information and suggestions throughout the process. She has been instrumental in the making of this manual.

We are grateful to Darcy Neill, former Peace Corps Thailand Country Director for her support and belief with us that this manual can improve our experiences here in Thailand and has the potential to help other Volunteers worldwide.

Finally, we thank our fellow Peace Corps Volunteers who have participated in the activities and used the lessons found in the SHADES RESOURCE MANUAL. Their feedback has proven invaluable as we went through the arduous task of revising and improving each section of the manual. Thank you once again.

FROM THE MANY, ONE

"To help promote a better understanding of the American people on the part of the peoples served."

-- The second goal of the Peace Corps
of the United States of America

Americans come in all shades under the sun but if you ask a large portion of the peoples of the world "What is an American?", the answer is likely to reflect only a limited demographic segment of the United States. In truth, there can be no one answer to this question. By definition, Americans cannot be linked to an absolute ethnic appearance or cultural heritage.

To be an American is to participate in the marvel and the mystery of "E Pluribus Unum," that Latin phrase printed on American money and bannered behind the eagle on the crest which represents the nation. E Pluribus Unum means "From the many one." It means that wherever they came from, whatever the reason, our parents or their parents or their parents' parents came to establish their lives in a common land. It means that whatever our heritage and however we choose to express it, we live in a common land. It means that whatever god, goddess, gods or higher power we worship and whomever we choose to fall in love with, we live in a common land. We are by definition a plural people and in such plurality lies the great uniqueness of our nation.

If part of the mission of Peace Corps Volunteers is to encourage in the other peoples of the world an understanding of, or at least an insight into what it means to be an American, then we cannot effectively do so without invoking the diversity of American culture. As we live out our daily lives in our host country, we are being watched. Whether we are aware of it or not, here in this foreign land, we are walking windows and from the details of our lives, the people we are here to serve will glimpse hints of our home. But because of the broad spectrum of our homeland, one of us cannot effectively represent the whole of us. Our Thai colleagues, students and friends must know this if they are to understand the whole of us, as Americans.

The goal of diversity training and this resource handbook is not only to equip Peace Corps Trainers to encourage within Volunteers an awareness and appreciation of the rich diversity to be found in American culture but also to provide the Volunteers with tools that will enable us to share this greater vision and insight, this greater understanding of what it means to be an American, with the people that we are here to serve.

I. ACTIVITIES FOR PRE-SERVICE TRAINING

JUST THE FACTS *

Objective: To present demographic statistics of the American population as categorized by race, age, religion, sexual orientation, gender and geographic location. To provide trainees with a concrete perspective on the composition of the American population.

Materials: Display board, current statistics of the U.S. population (and of the training group), distribution by age, gender, race, religion, sexual orientation and geographic residency.

Preparation: Write statistics on display board according to the given classifications.

Time: 40 minutes.

Procedure:

* Trainer calls out a description of a particular group (e.g. "Males over 30 years of age.")

* Trainees who qualify move to a designated location, while the others remain in a separate area.

* Trainer then calls out another description and those who match the description stay. Those who do not qualify rejoin the non-qualifying group.

* After calling out several descriptions, the trainer presents the display board with the statistics described above. Discuss Trainee's feelings about belonging to different groups, being 'out' of a group, 'in' a group, etc.

Note: The trainer should begin with descriptions that include all participants and slowly progress towards more exclusive ones to emphasize the point that diversity exists within the training group. Trainees should learn these statistics as they are useful in informing host country nationals about the United States and its peoples.

* Based on previous modules from PC staging, Thailand PSTs, and American Diversity project materials.

IF I WERE . . .

Objective: To provide an opportunity for trainees to express their feelings about their own race, gender, age, religion, sexuality and geographic origin. To give trainees an opportunity to share and discuss their perceptions of those different from themselves.

Materials: Blackboard and chalk or flipchart and markers.

Time: 50 minutes.

Preparation: Prepare a list of demographic descriptions that are particular to the training group.

Procedure:

* Trainer explains that an incomplete statement will be read. The trainees must then complete the statement. For example, "If I were a young African-American male in America, I would feel...."

* Trainees who fit the description do not finish the statement but instead listen to the other trainees speak.

* The trainer writes down the feelings described by the respondents.

* After all "non-young African-American males" have answered, the trainer then invites young African-American males and/or their friends to comment.

* The trainer then makes another incomplete statement for the trainees to complete (e.g. "If I were a middle-aged lesbian in America , I would feel . . . ," etc).

STEREOTYPES: A SKIT **

Objective: To uncover stereotypes of different regional groups within America (e.g. Northeast, South, Midwest, etc.)

Materials: Props as necessary for skit.

Time: 1 1/2 - 2 hours.

Procedure:

* The trainer separates the training group according to their regional location in the United States.

* Trainees are then allowed to choose a region of the U.S. different from their own as the focus of their skit.

* Each group prepares a 5-10 minute performance depicting general stereotypes of that region.

* After each performance, the trainees from the region portrayed in the performance comment on the accuracy or inaccuracy of the depiction.

* Finally, the trainees discuss stereotypes that Americans have about diverse Americans. Then the diverse trainees comment on the accuracy or inaccuracy of the comments.

** From the Peace Corps American Diversity Project started in 1994. This is a modification of Staging and Pre-Service material. SW

PANEL DISCUSSION OF DIVERSE VOLUNTEERS

Objective: To provide insight to Trainees regarding attitudes of host country nationals to diverse Americans.

Preparation: Diverse Volunteers who are currently serving are asked to speak on a panel about their experiences in the host country. Volunteers should represent a broad spectrum of diversity.

Time: 1 1/2 - 2 hours.

Procedures:

* Each Volunteer is given time to speak to the training group about their experiences in the host country.

* Trainees are separated into small groups led by the Volunteers. The Volunteers lead the discussion sharing their experiences with more specificity and answer questions from Trainees.

* Afterwards, the Trainees reconvene. A member from each group summarizes their discussion for the big group.

SUBJECT BOMB

Objective: To facilitate discussion among trainees about the diversity of the American population.

Material: Two plastic containers with lids, slips of paper, a radio/tape player.

Preparation: Place slips of paper with "Subject Bomb" statements inside the containers (see examples below).

Time: 40 Minutes.

Procedure:

* Trainees stand in a large circle.
* Trainer plays music and instructs the group to pass the containers around the circle.
* When the music stops, the people left holding the containers come to the center of the circle and read the statements out loud. The trainer asks for the opinions of the group and discussion is encouraged.
* After a short discussion, two new statements are placed in the containers and the activity continues.

Examples of Subject Bomb Statements:

1. The United States should have tougher entry requirements to make immigration into our country more difficult.
2. Immigrants into the United States should be completely assimilated into American society and culture.
3. America's military should incorporate homosexuals.
4. Chronically ill elderly patients should receive limited medical treatment.
5. Bussing minority students from outside communities to other schools is not conducive for education.
6. Affirmative action is reverse discrimination.

7. Women do just as much work, if not more, than their male co-workers, yet women receive less pay.

8. Native Americans should not be allowed to run tax-free gambling casinos when everyone else must pay taxes.

9. Public schools in the United States should not allow for prayer in the classroom.

10. With unemployment so high around the world, people should be required to retire at the age of 60.

DIVERSITY DIALOGUES

Objective: To help trainees prepare for situations at site in which there may be opportunities to discuss American diversity.

Materials: "Dialogues #1-10", flipchart paper and markers.

Preparation: Dialogues are typed onto separate sheets of paper.

Time: 1-1 1/2 hours.

Procedure:

* Trainees are divided into 5 groups and receive a dialogue.
* Each group should read the dialogue, determine its main points and ways the dialogue could be completed. Each group is given 15 minutes to prepare.
* The trainees reconvene and each group presents their completed dialogue for the other groups to consider and discuss.

Examples of Diversity Dialogues:

Dialogue #1:

Mr. Somchai:	David, would you like to eat dinner together?...
Volunteer:	Sure--where do you want to eat?
Mr. Somchai:	We could go to the Western food restaurant since I know you love to eat there.
Volunteer:	Great. I can get spaghetti and garlic bread. I can't wait!
Mr. Somchai:	I guess all Westerners like to eat bread and not rice with their meals -- don't they?
Volunteer:	_____.

Dialogue #2:

Mr. Porntep:	I met your friend yesterday.
Volunteer	Which one?
Mr. Porntep:	The volunteer who is Korean.
Volunteer:	Oh, you must mean Cathy. Cathy is American. She was born in America and lived there all her life. Her parents moved to America from Korea before she was born.
Mr. Porntep:	I didn't know Peace Corps sent people who were not Americans.
Volunteer:	_____.

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Dialogue #3:

Ms. Malee:	Hello Jennifer! You look very pretty today.
Volunteer:	Thanks.
Ms. Malee:	You have such beautiful blonde hair--Americans are so lucky to have fair skin and blonde hair.
Volunteer:	Not all Americans have fair skin and blonde hair.
Ms. Malee:	But, you do...
Volunteer:	_____.

Dialogue #4:

Ms. Kanitra:	Hi, Michelle. What are you doing?
Volunteer:	I'm writing a letter to a friend at home.
Ms. Kanitra:	Oh, is it your boyfriend?
Volunteer:	Well, no. I don't have a boyfriend.
Ms. Kanitra:	But you must have a special man in your life, don't you? Every woman should have a man she loves and eventually marries.
Volunteer:	_____.

Dialogue #5:

Volunteer:	I think I'll go to the post office and call home.
Mr. Somchai:	Do you have a telephone in your house in America?
Volunteer:	Yes, I do.
Mr. Somchai:	You must be very rich.
Volunteer:	Not really. Many Americans have telephones in their homes.
Mr. Somchai:	All Americans must be rich then.
Volunteer:	_____.

Dialogue #6:

Volunteer:	That was a great meal! I'm afraid if I ate like that everyday I'd gain so much weight that no one would recognize me when I go home!
Mr. Tawat:	But you are already quite fat.
Ms. Kularb:	Yes, I think you must have gained 5 kilograms already. You're not as beautiful (handsome) as you were when you first came here
Volunteer:	_____.

Dialogue#7

Volunteer:	What can I do to help with the construction of that house down the street?
Mr. Wisoot:	Well, the village headman was hoping you could do a lot of the heavy work like building the frame and putting up the roof. The area is short of available labor this season.
Volunteer:	Sounds great! I'm willing to help as much as I can!
Mr. Wisoot:	I think you're going to be a great Volunteer. Being so young and strong gives you the chance to do so many things that older people can't do at all.
Volunteer:	_____.

Dialogue #8

Volunteer: Our trainers told us that tomorrow is a special Buddhist holiday. May I go to the temple with you?

Mrs. Bupha: Sure. You can invite some of your friends, too. I think this is a good chance for you to learn about our religion and then we can learn about Christianity.

Volunteer: Well, you may have to talk with someone else about Christianity because I don't know anything about it really. My parents never took me to church.

Mrs. Bupha: You mean that you don't believe in anything?

Volunteer: _____.

Dialogue #9:

Volunteer: It's hard to believe that our homestay is almost over. This has been a wonderful month for me and I want to thank everyone for making me feel like one of the family.

Mr. Surasak: You <u>are</u> a member of the family now. We're so happy to have received you into our home. We were afraid that we were going to receive a Negro. But you are a <u>true</u> American, and now a true Thai!

Volunteer: _____.

Dialogue #10:

Volunteer: After 6 weeks I've tasted a lot of different food, seen a few places, heard quite a number of songs and talked to many people. I feel like I've gotten to know the country pretty well!

Mr. Jirawat: Yes, but do you <u>really</u> know the country? I mean, have you been with any of the women?

Volunteer: Uh, no and I don't plan on it either. I have someone special back at home.

Mr. Jirawat: Oh that's okay. Besides, everyone plays around some of the time. That's just part of being a normal guy. You are <u>normal</u>, aren't you?

Volunteer: _____.

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II. ACTIVITIES FOR IN - SERVICE TRAINING

STRATEGY TALK

Objective: To provide Volunteers with the vocabulary needed to explain issues of diversity to host country nationals.

Materials: Pens and flipchart paper.

Time: 1 hour

Procedure:

* Divide Volunteers into small language groups.
* Volunteers spend 15 minutes brainstorming possible vocabulary words that can be used in conversation and in the classroom for teaching about diversity issues.
* The language instructor translates the new words and allows time for practice and review. Sentences using the vocabulary are elicited from the students.

Suggested Diversity Vocabulary list

Ethnic Diversity

race	ethnicity	citizenship
nationality	racism	ethnography
native-born	immigrate	immigration
immigrant	generation	ancestors
foreign	foreigner	diversity
diverse	adoption	country
opportunity	equality	tradition
culture	region	prejudice
stereotype	issue	accent
acceptance	accept	dialect
custom	local	bi-racial
African-American	Asian-American	Hispanic
Native American	European-American	Latin-American

Sexual Diversity

sexual orientation	homosexual	heterosexual
gay male	lesbian	bisexual
discrimination	normal	homophobia
sexual preference		

Suggested Diversity Vocabulary list
(continued)

Religious Diversity

God/Goddess	Christianity	Christian
Jesus Christ	Bible	Christmas
Easter	Judaism	Jewish
Torah	Passover	Islam
Muslim	Koran	Ramadan
Buddhism	Buddhist	Buddhist Lent
belief	faith	heaven/hell
higher power	agnostic	atheist

DISPELLING THE MYTHS

Objectives: To brainstorm effective ways of addressing host country nationals stereoptypes about Americans.

Materials: Large cardboard sign of question mark. Any props needed for the skits.

Time: 1-2 hours.
20 minutes of discussion time following each skit.

Preparation: * Volunteers in the audience are told that several short skits will be performed. They should be sitting in groups of 4 - 5 people.

* The first skit is performed.

* When the question mark is held up, Volunteers will discuss with the others in their small group what they would do in that situation.

* After a few minutes of discussion within the small groups, a large group discussion takes place among everyone.

* The next skits are performed and the process is repeated.

SAMPLE SKITS FOR "DISPELLING THE MYTHS"

Roleplay #1

Volunteer: Hi Kanchana! I brought those magazines from home that you wanted to look at.

Kanchana: Oh, great! Let me see. Hmmmm.... This woman is not beautiful. She has very dark skin. How can she be a model? And this Negro woman is an American politician. I never heard of such a thing!

Volunteer: _____.

Dispelling the Myths continued:

Roleplay # 2:

Volunteer: Suwit, let me introduce you to my friends. They are Peace Corps Volunteers. This is Michael and this is Julie.
Suwit: Hello, nice to meet you. Say, Michael, are you American? Because you have dark skin and curly hair. You look like you are Indian or something. And Julie, you look like a Thai person. Is your mother Thai?

Volunteer: _____

Roleplay # 3

Prasit: Tomorrow we are taking the students to the temple because it's a Buddhist holiday.

Volunteer: No, I want to go, but you know , I'm not Christian. I was born Jewish but I don't really practice my religion.

Prasit: You're Jewish? I hear that Jewish people are stingy and love money like Chinese people. And I thought that Westerners were all Christian!

Volunteer: _____

Roleplay #4

Jackrit: Hey, why don't we go to the pub and get some drinks. Then, you know, we could have some fun with the girls there!

Volunteer: Well, I could use a drink, but I'm not interested in talking with the waitstaff. I just want to relax.

Jackrit: Why not? Don't you like girls? Are you gay or something?

Volunteer: _____

Dispelling the Myths continued:

Roleplay #5

Volunteer: I have some pictures of other Volunteers. Would you like to see them?

Wanida: Sure! Oh, look. Is this someone's grandmother? She must be about 70 years old!

Volunteer: That's Fran. She's a 65 year old Volunteer. Boy, is she full of energy! We've learned a lot about teaching from her.

Wanida: I thought that Volunteers were just out of college. I think she's too old. What is something happens to her? And how could she leave her husband and children?

Volunteer: _____

Roleplay #6:

Somchit: Excuse me, can I ask you a question about your friend who came to visit you last week? Does she have a boyfriend?

Volunteer: No, she doesn't.

Somchit: Do you think she will marry a man here?

Volunteer: Oh no! But she does have a female partner back at home. I think she will come visit her next year.

Somchit: You mean, *she* has a *girlfriend* ?

Volunteer: _____

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DIVERSITY QUESTIONNAIRE

Objective: To enable Volunteers to reflect on their experience in country. To think of ways of dealing with diversity issues.

Materials: Questionnaires and pens.

Time: 15 minutes for filling in the questionnaire.
30 minutes for discussion.

Preparation: Prepare questionnaires * to be given to the volunteers.

Procedure:

* This activity is best administered in conjunction with the "Dispelling the myths" skits.
* Immediately following the completion of the skits, allow the Volunteers at least 15 minutes to complete the questionnaire.
* When everyone has finished, Volunteers divide into groups of 4 - 5 people and discuss their answers for another 15 minutes.
* Finally, the groups unite for a large group discussion.

Diversity Questionnaire

1. Can you recall a specific experience when you were at site and an issue of diversity came up? What happened? How did you feel at the time? How did you respond to the situation? Looking back, how might you have handled the situation differently?

2. Can you recall a specific experience when you were with other Volunteers and an issue of diversity came up? What happened? How did you and the other Volunteers feel? How did you and the other Volunteers respond to the situation? Looking back, how might you have handled the situation differently, if at all?

3. In what way, if at all, do you think your experience would be different if you were a diverse volunteer serving here? (how would your experience be different if you were not a diverse volunteer?)

4. As a Peace Corps Volunteer, in what ways do you think that you could dispel stereotypes and misunderstandings about Americans? How might these ways be applied specifically at site?

* Questionnaire above may be used or Exercise #5, P. 62 in Few Minor Adjustments
Discuss home cultural awareness, differences with host country culture.

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VOLUNTEER SKITS ON DIVERSITY

Objective: To give Volunteers a fun and creative way to act out how they would handle dealing with diversity issues.

Materials: Topics for skits and any necessary props.

Time: 2 hours

Preparation: Type out the skit topics on paper.

Procedure:

* Volunteers are divided into groups of 5 - 6 people.
* Each group randomly selects a topic and spends 15 minutes preparing the skit.
* The groups must not only present the situation, but more importantly, they must demonstrate how they would deal with the situation.
* After each skit, a large group discussion focusing on personal strategies takes place.

Examples for Volunteer Skits on Diversity

1. You are at a restaurant with some of your Volunteer friends. The food server asks where you are from. When you tell him that you are all Americans, he insists that the Volunteer who is Korean-American is not an American. In other words, he doesn't believe her. How do you deal with this situation?

2. You, your co-workers, and some Volunteers go to a pub in a nearby city. After a few drinks, one of your co-workers insists that the males in the group dance with the singers who work there. Everyone is a bit uncomfortable, especially a male volunteer who is gay. How do you deal with this situation?

3. You are visiting another Volunteer at his site. He happens to be an older Volunteer. After a while, you notice that his co-workers and the people in his village seem unusually helpful to him, so much so that your friend finds it difficult to get any work done. How do you deal with this situation?

Examples for Volunteer Skits on Diversity continued

4. You are at an English Camp where several Volunteers are participating. That evening over supper, some teachers at the school start to talk about religion and the differences between Buddhism and Christianity. When some of the Volunteers mention that they are Jewish and Muslim, one teacher makes inappropriate comments about Jewish and Muslim people. How do you deal with this situation?

5. It is Sports Day at your school. While you and your co-workers watch the students play volleyball, several teachers begin mocking the effeminate boys. They call them names and laugh at the way they play. Another teacher starts to talk negatively about the girl students who she thinks are lesbians. How do you deal with this situation?

6. You are at a market in the capital city with a group of Volunteers. As everyone is busy making purchases, a group of people stop and comment about the appearances of you and your friends. They are in awe over the light hair and skin of several of the Volunteers. However, they loudly comment about their dislike of the the way some of the Volunteers look and dress. How do you deal with this situation?

III. LESSONS FOR THE CLASSROOM

FIND THE AMERICAN GAME

Objective: To show through pictures what Americans can look like and to correct the assumption that all Americans are of Caucasian descent.

Target Group: Children and adults af all ages.

Preparation: Collect a wide assortment of magazine photos of people. Include not only photos of European-Americans, but also diverse Americans and people from other countries. Mount the photos on individual cards of tag board for long use.

Procedure:

* Divide the class into small groups and give each group several photos. Then, tell the students to decide who the Americans are and who are not.

* Once they have looked through all of the photos, have the groups present their decisions to the class.

* As the groups present their photos, the teacher should ask why they decided as they did. For example, "Why was the Asian woman assumed to not be an American while the blond-haired man and the red-haired girl were? The teacher then tells the class the correct answers as to who are American and who are not.

* It's important to make clear that the group isn't necessarily "wrong," but should reconsider their ideas of what Americans look like.

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CONCENTRATION

Objective: To reinforce the fact that Americans possess any and all physical characteristics and to review body parts and colors.

Target Group: Upper level primary school students and lower level secondary school children.

Preparation: Prepare 18 large envelopes in which to put 9 photos and 9 descriptions. Choose the photos from among the ones used in the "Find the American Game". Write appropriate descriptions for each photo. For example:

The American woman has long black hair and black eyes.
The American man has blonde hair and grey eyes.
The Scottish woman has red hair and green eyes.

Number the pockets with the pictures 1-9. Letter the pockets containing the descriptions A-i. Tape the pockets onto the blackboard.

Procedure:

* Group the students into teams.
* In each turn, a student from each team asks to see a pair of cards, one numbered and one lettered.
* The facilitator pulls the cards out of the pockets. For every matched pair, the team gets a point. If the cards don't match, the cards are put back into the pockets and it's the other team's turn.
* Continue playing until all of the cards have been matched. The team with the most points wins the game.

THE ETHNICITY / JEOPARDY GAME

Objective: To teach and review information about the different ethnic groups in the United States. Specifically, to focus on history and culture and to breakdown stereotypes.

Target Group: Secondary students and adults.

Preparation:

* Before playing the game, teach information about the different ethnic groups.

* Prepare questions dealing with cultural, historical, or any other aspect of each ethnic group.

* On a blackboard draw a game board (example below). At the top of each column write the name of each ethnic group. Under each group draw 4-6 squares. Assign each square a point value ranging from 10-50,60... points. The teacher prepares a question for each square with difficulty of the question corresponding to the point value, i.e. more difficult questions assigned to the higher point values.

Asian American	European American	Native American	Hispanic American	African American
10	10	10	10	10
20	20	20	20	20
30	30	30	30	30
40	40	40	40	40
50	50	50	50	50

Procedure:

* The students are divided into two teams. On each team, one student is chosen as the spokesperson.

* Students chose a square and are presented with the corresponding question. A correct answer will yield the point value and an incorrect answer results in a deduction of that point value.

AMERICAN HISTORY/HOLIDAYS WITH A TWIST

Objective: To teach about minority historical figures by presenting their roles in relation to American holidays. Examples include Thanksgiving, Martin Luther King, Jr. Day, Columbus Day, Veterans Day, the Anniversary of the Bombing of Pearl Harbor, etc. To allow practice in reading English texts.

Target Group: Secondary school children and adults

Preparation:

* Prepare a reading about an American holiday. Include general information about the holiday (when it's celebrated, who or what it celebrates, what is done to recognize the holiday, etc). as well as the minority figure or group that was involved. Consider some of the following questions:

  What role did they play? How did the events surrounding the creation of the holiday affect the person or group at that time? What are the lasting effects on members of that minority? Do different people celebrate the holiday in same or different ways? How so?

* Pick out the new vocabulary and include the words in the beginning of the lesson plan.

Procedure:

* Present the reading as usual.

* Because the context of the text is unfamiliar to the students, ask several questions at the end of the reading to check for understanding.

Activity: **True/False Chairs**

* Prepare a set of true/false questions in advance.

* Divide the class into two teams and number the students off in each team. For example, in a class of 40 students, make two teams and number the students in each team 1-20.

* Place two chairs at the head of the room--one marked "True" and the other "False."

* To play the game, read a statement about the reading passage, then call out a number. The two students with that number race to sit in the correct chair, depending on the validity of the statement. The one who first sits in the correct chair earns a point for his or her team. The team with the most points wins the game.

Additional Activity: Statement Auction

* Prepare a set of statements using the adjectives - "all", "most", "some" and "none" in advance. For example, "All Americans are Christians", "Most Americans originally come from Asia", "All Americans have brown hair" and so forth. Each correct statement is given one point, each incorrect statement is given no point value .

* The students are each given an equal amount of play money.

* Each statement is read aloud and students are encouraged to "buy" statements they believe are correct.

* The object of the game is to accrue the most points by "bidding for" and "buying" the most accurate statements in a mock auction.

Optional Reading Selection: Christmas, Hanukkah and Kwanzaa

Christmas

For Christians all over the world, Christmas is an important holiday. It is the day that celebrates the birth of Jesus Christ, about two thousand years ago. Christmas is the holiday, which includes a church service. The story of Christmas comes from the Bible.

Many Christmas customs are based on the birth of Christ. People give each other presents because the Three Wise Men, or Three Kings, brought presents to the baby Jesus. Christians sing songs, called carols, that tell about Christ's birth. And they put up scenes of Jesus' birth, with figures of shepherds, the Three Kings, and animals around the tiny baby.

But some of the ways people celebrate Christmas have nothing to do with Christ's birthday. Many bits of older holidays have crept into Christmas.

It wasn't until about two hundred years after Christ's time that Christians even thought about celebrating His birthday. No one knows the exact dat of Christ's birth. December 25 might have been picked so as to turn people away from other holidays celebrated about this time of year.

The Romans had a holiday called Saturnalia, that was celebrated in December. It was a time of gaiety, feasting and parties. And in northern Europe there was a holiday known as Yule. People made great fires with huge logs. Then they danced around the fires, yelling. This was dine to call back the sun and bring and end to winter.

In time, Christmas did take the place of such holidays as Yule and Saturnalia. But people kept some of the old customs - such as burning a Yule log and having feasts and parties. The word *Yule* is still used as a name for the Christmas season.

As time went on, new customs crept into Christmas, too. One of these was the Christmas tree. The idea of bringing a fir tree into the house may have started in Germany. Germans who moved to other lands brought the idea with them and people liked it.

Christmas is a special time for many children - the day they get presents left by a magical person, Santa Claus.

Hanukkah, the Feast of Lights

On the stove, crisp potato pancakes sputter in a skillet. In a corner, children spin square tops on the floor. On the table, candles twinkle in a candleholder. It's Hanukkah (HAH nu kah), the Jewish festival of lights.

Hanukkah is celebrated for eight days. It starts on the eve of the 25th day of the Hebrew month of Kislev, which falls in November or December. *Hanukkah* means "dedication". It is a festival in honor of a marvelous event that happened more than two thousand years ago.

At that time, the land of Israel was ruled by the Syrians. The Syrians had forbidden the Jews to practice their religion. For three years, an army of Jewish rebels fought to free their land. In a great victory, they managed to recapture Jerusalem, the most important city of Israel.

The Jews then began special ceremonies to make the great Temple of Jerusalem holy again. One of the things they had to do was to relight the Temple lamp. This lamp was supposed to burn at all times. But only a special oil, blessed by the priests, could be burned in the lamp.

The Jewish leaders found only a tiny jar of the special oil - just about enough to keep the lamp going for one day. It would take eight days to get more oil prepared. Rather than wait, they lit the lamp. They were amazed when the lamp burned steadily for eight days, until the new oil was ready.

The eight days of Hanukkah are in memory of the eight days the lamp stayed lit. A special symbol of Hanukkah is an eight branched candlestick called a menorah (muh NAWR uh). On each day of Hanukkah, the candles are lit - one on the first day, two on the second day , and so on until, on the eighth day, all eight candles glow. A ninth candle, called the shammash, or the "servant", is used to light the other candles. Some menorahs have a ninth branch to hold the servant.

Hanukkah is a cheerful time. There may be a party to which friends and relatives are invited. A special Hanukkah food is potato pancakes, called *latkes*. Children often receive coins or other gifts.

Each evening, after candles are lit, the family may sing songs and play games. Some games are played with a special Hanukkah toy - a square top called a dreidel (DRAY dul). On each of the four sides the letters stand for the words *Ness gadol haya sham*, which means "A great miracle happened there."

Kwanzaa - A New Holiday

From December 26 to January 1, many African-Americans in the United States celebrate a special time called Kwanzaa. Kwanzaa is their very own holiday - a way of honoring the customs of Africa, where their ancestors came from.

Kwanzaa is a new American holiday. But it is based on some very old African holidays. The word *kwanza* means "first" in the Swahili language of East Africa. It was picked as the name of the new holiday because many African tribes celebrated the first harvest of their crops each year.

The spelling was changed from *kwanza* to *Kwanzaa* for two reasons. With the new spelling, there are seven letters - one for each day of the celebration. Also, it shows that this new holiday is not the same as the old African one.

Families celebrating Kwanzaa decorate their homes with straw mats, ears of corn and a candleholder called a kinara. The straw mats stand for tradition. The ears of corn stand for the children. And the kinara stands for the family's African ancestors. The kinara holds seven candles, one for each day of Kwanzaa. Each day has special meaning, and a new candle is lit each day.

Each evening during Kwanzaa, the family lights the candle for that day. The children and their parents talk about the special meaning of that day. They may also exchange gifts. But the gifts can't be things that have been

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bought. They must be homemade - such as clothes made by the mother, toys made by the father, and beads and bracelets made by the children.

Often, many families meet in a home or community center to celebrate each day of Kwanzaa together. On the last day there is a feast, called a karamu, with music and dancing.

Kwanzaa was started in 1970 by an African-American named Maulana Ron Karenga. In communities where many African-Americans live, it has become a very important holiday.

TEACHING ABOUT MINORITY HISTORICAL FIGURES

Objective: To familiarize students with minority historical figures and the roles played by non-white Americans in shaping U.S. history. To allow practice in reading English texts.

Target Group: Secondary school children and adults.

Preparation:

* Choose several historical figures to write about. Some possibilities include Martin Luther King Jr., Malcom X, Chief Joseph, Cesar Chavez, Marcus Garvey, Harriet Tubman, Frederick Douglas, Ben Nighthorse Campbell, Dan Inouye, etc.

* Prepare a reading passage about each person that is suitable for the level of the students. Include information pertaining to who the person was, what she did, where and when she lived and worked, and why she is important in U.S. history. Arrange the story in a time line. For example, "She was born....; She grew up....; She studied....; etc.

* Pick out the new vocabulary and include the new words in the beginning of each lesson.

* Present the reading as usual.

Activity 1: Strip Story Reading

* Prepare the story again, but change it slightly so the wording has changed while still being in a time-ordered sequence of events.

* Next, divide the story into one or two sentences and write them out on slips of paper. Make enough sets so each team has the complete story. The strips should be handed out in random order.

* The object of the game is for each team to arrange the strips in the correct order. The team that correctly finishes first is the winner.

Activity 2: Who Is It?

Objective: To reinforce facts and to check for understanding of the texts.

Preparation: Prepare a set of questions about each historical figure. For example, "His birthday is celebrated on January 15th. Who is it?" Answer: Martin Luther King, Jr.

Procedure:

* Divide the class into two teams and number the students off as in True/False Chairs.

* The teacher reads a question and calls out a number. The two students with that number race to the blackboard and write the name of the appropriate person. The student who correctly spells the name first, earns a point for his or her team. The team with the most points wins the game.

Suggested resource for reading materials:

The Lives of Ethnic Americans. Juan L. Gonzalez. Iowa: Kendall/ Hunt Publishing Company, 1991.

Some Reading Passages

Martin Luther King, Jr.

Martin Luther King, Jr. was born in the city of Atlanta in the state of Georgia in the U.S.A. in 1929. He was an African American leader who fought for fairness and equality for African Americans in the 1950's and 1960's. At that time, African Americans did not have the same rights as European Americans in American society. He was a very good speaker and writer. His most famous speech is called, "I Have A Dream," and in it he talks about his dream that one day people of different races, religions and ideas would learn to live together. Martin Luther King, Jr. was shot and killed in 1968.
Note: This is a good passage for MLK's birthday (Feb. 16).

Pocahantas

Pocahantas was born around 1595. She was the daughter of Indian Chief Powhatan of the Powhatan Indians of Virginia. People from England came to the New World and made their home close to the home of the Powhatan tribe but the Powhatans and the people from England did not like each other. They fought. The Powhatan Chief caught an Englishman named John Smith and wanted to kill him but Pocahantas was very brave and she helped Smith to get away. In the following years, Pocahantas learned to speak English and she worked to help the Powhatan tribe and the English to understand each other. Later, Pocahantas married an

Englishman named John Rolfe and they went to England in 1616, Before their return to the New World, Pocahantas got very sick. She died in 1617.

Cesar Estrada Chavez

Cesar Estrada Chavez was born in 1927 in the state of Arizona in the U.S.A. When he was a young man he worked picking grapes for wine in the state of California. At that time grape pickers, many of whom were Latin American like Chavez, had to work many hours each day and were paid very little money for their work. Cesar Chavez taught the grape pickers to work together to change their work hours and wages. Together the grape pickers held strikes (where many workers would not go to work). They marched to let others know about their problems and sometimes they would not eat for a long time. Chavez and the grape pickers succeeded in changing their work hours and wages and in making their lives better. Cesar Estrada Chavez is still alive today.
Note: This is a good passage for Labor Day (Sept. 4).

Grandma Moses

Anna Mary Robertson Moses or Grandma Moses was born in 1860 in the state of New York. She married a farmer and lived on a farm for most of her life. Although she never studied art in school, she began to paint when she was over 70 years old. She painted pictures of everyday life on the farm. Soon her paintings became famous for their many colors and their simplicity. Grandma Moses died in 1961. She was 101 years old when she died.

Albert Einstein

Albert Einstein was born in Germany in 1879. As a young boy Einstein was not a good student. He had problems learning the same way that the other students learned. Around the age of 13 a teacher showed Einstein the subject of physics for the first time. Einstein like to study physics and after high school he went to the university where he studied physics and math. In 1914, he became a professor teaching in Germany. He taught for many years but in 1934 the Nazi government in Germany took away Einstein's German citizenship and his belongings because Einstein was Jewish. After that, Einstein moved to the U.S.A. and became an American. He taught and wrote many papers in Princeton, New Jersey. Albert Einstein was a great scientist, writer and thinker. He died in 1955.

AMERICAN LIFE

Objective: To help students understand how Americans have preserved their culture within large ethnic communities. To allow students the chance to perform skits and improve their speaking abilities.

Target Group: Secondary school children and adults.

Preparation:

* Divide the class into groups of balanced ability. For a class of 40 students, eight teams of five is good.

* Choose a community about which to write and various situations taking place within that community. Examples of communities include Native American Reservations, Chinatown, Little Italy, etc.

* Think of various situations taking place within that community, for example, "going to temple", "going out for lunch", "meeting friends on the street", etc. Choose enough situations so each team has its own.

* For each situation, write a short skit about members of that community and how the ethnic culture is similar to and/or different from American culture.

* Write some questions for discussion concerning the students' culture. In what ways is its culture similar to that in other countries? Are there people in the host country who have a culture different from the majority? How so? Does this create any problems between the groups?

CURRENT EVENTS/STATE OF AFFAIRS OF MINORITY AMERICANS

Objective: To teach students about the current situation of American minorities on economic, political and social levels and to give students a better notion of their status in the United States. To correct stereotypes about minorities.

Target Group: Secondary school children and adults.

Preparation:

* Gather as much information about various minority groups by writing to groups in the U.S. that represent or are advocates for minorities, such as the NAACP, National Urban League, etc. Ask for any relevant literature; they may be able to send booklets, articles, or photos that can be used. Ask if they publish any newsworthy publications (newsletters or magazines) and if free or reduced-priced subscriptions could be sent. Keep magazine subscriptions with those magazines or journals that address minority issues; read.English-speaking newspapers for up-to-the minute events or ask a friend in the U.S. to send pertinent articles.

* Prepare the readings according to the abilities of the students and the amount of information available for each minority group. Devote one lesson to discussion and follow up.

* Some issues to cover may include:

  Economics: Economic status, jobs, unemployment, wages and promotions, insurance.
  Social Issues: Education, race relations, interracial marriage, generation gaps, drugs, crime, family situations, religion.
  Politics: Voting, minorities in government, political clout.

Activity: **Trivia Game**

* Prepare three sets of questions and point values-Yes/No (5 points), Fill-in-the-blanks (10 points) and WH-questions (15 points).

* Divide students into teams and allow students to choose questions. Give points for correct answers and deduct points for incorrect ones.

* The variety of questions allows both the slow and bright students to choose the questions with which they feel comfortable, thus fostering the participation of everyone.

Examples: Yes/No: An African-American man can marry a European-American woman--yes or no?

Fill-in-the-blanks: There is/are ____ African-American Supreme Court Justices?

WH-questions: In what year were American Indian reservations established in the U.S.?

A Sample 3-Day Lesson Plan

Day 1:
* Present students with a reading passage relevant to current issues on minority groups (see appendix for current issues resources or collect articles from *Newsweek* magazines or local newspapers).
* Have students locate difficult words from passage (i.e. new vocabulary).
* Teachers assign each student or a pair of students one new vocabulary word. The students then look up difficult words in the dictionary.
* Students draw a picture of what they think represents the meaning of the word.
* Teacher posts the pictures. The students then look at the pictures and match them with the correct vocabulary words.

Day 2:
* Students reread passage in class and teacher checks for understanding by asking yes/no questions.
* Teacher opens discussion by relating some of the issues to Thai issues (e.g. regional differences and stereotypes).

Day 3:
* Play above trivia game based on the reading passage.

Within Thailand, the American University Alumni (AUA) library has subscriptions to publications such as U.S. newspapers, magazines, etc.

SHORT STORIES WITH DIVERSE CHARACTERS

Objectives: To present diverse characters in roles unfamiliar to the students and to correct the assumptions about roles diverse people have in American society. To allow practice in reading English texts.

Target Group: Children and adults of all ages

Preparation:

* Write a story using any topic which involves diverse people in non-traditional roles.
* Pull out new vocabulary and grammar patterns that will be taught at the beginning of the lesson.
* Prepare a list of discussion questions to be discussed at the end of the reading.

Examples of Short Stories With Diverse Characters

Create Your Own Story

Mrs. Lopez is a principal at a secondary school. She is Mexican-American. Mr. Jones, who is African-American, is the school nurse. Ms. Lee is a Korean-American teacher. Tommy Peterson is a new student of Ms. Lee's. Tommy's mother is Native-American and his father is European-American. These characters can be be used in a story about the day Tommy's parents come to visit Tommy's new school.

Edit a Story

Stories that are included in textbooks can be changed. For example, the story given is about a white police chief and the African-American man who is the rookie police officer. The rookie's wife is a nurse.This story can be changed to put the characters in different roles. For example, rewrite the story so that the African-American man is the police chief and his wife is a doctor (or maybe he hasn't a wife because he is a widower or he's gay.) The rookie is a white man (or woman).

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Questions for discussion using the above texts:

Can an African-American man be a nurse? How do you feel about a Native-American woman being married to a European-American man?
Can non-white women hold high positions?
How do you feel about non-whites having authority over whites?
How do you fell about gay or bi-sexual police officers?
Teachers? Doctors? Parents?

Comments: Depending on language level/previous knowledge it may be helpful to preface this with a lesson on migration to America supplemented by maps/geographical information.

IV. ESSAYS

" And how shall you rise beyond your days and nights unless you break the chains which you at the dawn of your understanding have fastened around your noon hour?

Kahlil Gibran"

Heather Belsey
Group 98
Prachinburi

My time spent as a minority here in Thailand has been very mind expanding, educational, and challenging. I have experienced first hand what prejudice is and its dehumanizing effects every time I hear the "F" word (farang). This time has made me realize how limited our understanding of each other is if we insist on dwelling on skin color in our relationships with other. It is time far better spent if we look for our similarities rather than focusing on differences which tend to be divisive.

When I take my own minority experiences back to our racially and culturally diverse society, I will never forget the disappointment I have felt at times in realizing other people's dealing with me have been motivated simply by my different race. To be able to get past this obvious biological phenomenon is very rewarding for everyone when differences can be shared and learned from and support can be given and reciprocated regardless of physical differences.

In this confusing time with regards to racial and cultural differences I feel t he need to dig deeply and remember the beauty of our differences and their value. Every single person for that matter, is unique in themselves, no matter how many others share their skin color or nose shape.

Good luck to you all in your quest for peace and understanding .

Marvin T. Pannell
Group 100
Surin

Our presence in the Peace Corps forces Thais, and even other American volunteers, to reconsider what constitutes Americanism. As an American of color I am fulfilling the Peace Corps goal of education by destroying myths and subsequently building bridges of understanding.

Undoubtedly there are Thais who are unaware that America is a multi-cultural system and there are yet even fewer Thais who have had significant contact with Americans of color. Thais have had contact with American minority groups in three capacities: 1) As tourist, 2) As soldiers during the Vietnam era, and 3) As less esteemed and/or derogatory images in media. None of the aforementioned capacities renders any semblance of accuracy.

If a Thai knows only one American of color, then let that Thai have a lasting relationship with a Peace Corps volunteer who defies misconceptions and who embodies the significance of diversity. In an increasingly pluralistic America, our worth in promoting more cordial race relations extends to the international community as well. In Thailand we are obligated to undo the work of the racist institutions which preceded us, and through this process we rebuild a more accurage image of American minorities to approximate an American pluralistic ideal.

Kirsten Keefe
Group 99
Sukhothai

I'm a freak! That's all there is to it. And every time I forget that status as an unusual being in this land of petite, black-haired, brown-skinned, beautiful eyed people, I am quickly reminded that I am a freak, by those even more petite and cute elements of society we call children. Sure, I expected to stand out in Thailand; I even contemplated dying my blond hair black before I left San Francisco, just so I would not stand out so much (I realize now that would not have helped). I can handle being unusual, different or unique. But all the stares, market gazes, and "Hey you" as I am riding my bicycle are all reminders that I am a freak!! I knew it would happen and I came prepared to handle it. Special attention often times can even be fun; but it's when I try to approach the skinny, wide-eyed, incredibly adorable children in my village that their walls and cries dauntingly resound "FREAK-FREAK". And just as my motherly instincts kick in I move closer to try to ease their fears, their cries get louder and the terrorized eyes grow bigger. I'm left no choice but to turn and walk away until I am completely out of sight feeling once again like an oversized, white, blond monster rather than an interested Peace Corps volunteer.

Lynn Metoxen
Group 100
Saraburi

When I first heard about your club in the Peace Corps Training Section, I thought "Thank God, a support group I can feel comfortable with joining. But as time went on, I realized that not only do minoritites within Peace Corps need encouragement that things are going to be okay, I also realize that the non-minorities need as much "TLC" (tender loving care). I've met many people since my arrival here in Thailand and I've made many friends with minorities, non-minorities, Thais and Americans. I really feel for those people who feel "I am alone" because you are and you're not. I am a Native-American and proud. I've felt excluded and included at the same time. I really appreciate the fact that other PCVs have come in my aid when I thought -- who cares? I want to thank those who supported me through training - I'll never forget you all. My faith in humanity has returned. Again, thanks for not destroying my dreams of man.

Sandra McCroom
Group 98
Kanchanaburi

The Peace Corps is a wonderful unique experience and there is no better opportunity to not only learn about our host country (Thailand in this case) but also to meet a diverse group of Americans. There are many frustrations, disappointments and obstacles that we all have to overcome. This is true for all "farangs" that come here. However, being an African-American has added new twists to the Thai's curiosity about me. On many occasions I've had to actually try and convince people that I am an American. Upon first arriving in my jangwat office, people seemed disappointed because they thought they were getting an "American volunteer", which they did, of course, but it was just that I didn't fit the image that they had in their minds as to what an "American" should be.

While there are many stories of Thais calling me "Negro", or having to show that the color in my skin does not come off, it is important to note, that these incidences were not malicious attacks against me. On the contrary, they were cases of miseducation and a simple lack of knowledge. For the most part, my Peace Corps experience has been enhanced -- not burdened by this. Where there is a lack of something (knowledge) the void can be filled with the correct information. Although I get tired of nearly every person I meet asking me why my hair is this way or are my parents both American, I look at it as an opportunity to dispel the myths and fulfill the hope of bringing about understanding.

I find it extremely rewarding to see the change in the reactions of people once they've overcome t he superficiality of what I do or don't look like and begin to understand the American and African-American culture of which I belong.

Imee Delgado
Group 98
Nongkhai

As I accepted my post in Thailand I never really took a moment to think that I would be challenged as an Asian-American volunteer in this culture. I thought instantly that besides learning a new language and technical skills being an Asian-American in Thailand would be a cinch. this is not necessarily the case. As Americans here, I think we all experience the daily stereotyping from Thais. We are compared a lot with PCV peers, such as "why isn't your hair blond or brown, why aren't you tall, why are your eyes brown, etc." Often times these thoughts are not spoken, but eyes of disappointment or curiosity convey the message. Well, suffer in this area no more. Stereotyping is common in everyday life everywhere. It just seems like an emotional obstacle when we are confronted by it too oft en. More often than not, we don't really bother asking a person where he/she came from when in America. Try to understand the Thai culture, why people ask you so often about your origins, and why this bothers you. This may be an opportunity to educate and share America's rich cultural diversity with your Thai friends and counterparts.

Do I have to look like an American to be an American? Most Thais I know see a white skinned, brown haired person and immediately think he/she is an American. Similar stereotyping may happen to Thais. A middle-aged woman I met in one of the villages I work in said, "I am a Thai to everyone but actually I'm pure Lao".

There will be moments when you become tired of answering the familiar questions about your family tree. Stay cool, you are inThailand and in Peace Corps. It's all a part of the experience of sharing you. Where else can you explain that you can eat hot food because your mom grew up in Mexico and hot food is part of your everyday cuisine? There is so much you can be proud of your ethnic origin, and you can increase the Thais' knowledge of America if you are willing to share it.

Imee Delgado
Group 98
Nongkhai

Create a personal strategy which you can be comfortable with, and be humored by the questions rather than insulted, it is very important to be consistent. When you eat at your site, tell the same "story". If you are outside your province and get tired of answering the same questions, you may reverse the question and ask the person where they think you came from - you then only need respond with a yes or no. Before you know it, the bus has arrived or the lady you are buying vegetables from has finished weighing your purchase and the time to chat is over. A quick "good-bye" and you're off.

The Thais can be some of the most accepting people on earth. Sometimes, these kind of exchanges are the way you get to know one another better. Once people are comfortable with you and you with them, work and life goes on. You have to know and be comfortable with yourself first before you can be comfortable with others. It will soon be easy, or perhaps it already is. Above all, have fund and don't take the reactions you receive from Thais personally.

Good luck and best wishes.

TIPS FOR NEW VOLUNTEERS

1. Keep a journal (or several) covering day-to-day activities, cross-cultural experiences, drawing, poetry, etc. in order to better understand your experiences both positive and negative.

2. Write letters/talk to other volunteers. Feedback will help you maintain perspective and alleviate tunnel vision.

3. Exercise--keep busy!

4. Keep a sense of humor about yourself. Be humored by otherwise insulting questions.

5. Don't feel that you must be liked by everyone in Thailand and don't feel that you must always say yes.

6. Read/listen to music/cook American food/clean your house/plant a tree/join a PCV committee/RELAX!

7. Create your own "Comfort Zone" - make yourself comfortable in your surroundings at site so that you have a "home" here in Thailand for 2 years.

8. Learn to speak and understand the language to the best of your ability.

9. Find a spiritual outlet, meditate.

10. Maintain an understanding and acceptance of local culture.

"A volunteer's life here is a roller-coaster of highs and lows, joys and sadness, companionship and loneliness, success and failure. There's no set formula for dealing with it. One key thing to remember is that you must be willing to bend, adapt, create and endure. Thailand is not America - so many things are different and you must be willing to see, understand and ultimately deal with the differences. In doing this, always remember to judge the differences critically, but fairly. Nothing is wrong or bad - it's just different. If you treat things this way, you'll survive and live more easily in Thailand."

Author unknown

V. APPENDIX

Arab Women's Council
PO Box 5653
Washington, D.C. 20016
Najat Khelil, President

National Association of Arab Americans
1212 New York Ave. N.W., Ste. 300
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Encyclopedia of Associations 1995 29th Ed. Vol 1, National Organization of the U.S. (Parts 1-3) Carol A. Schwartz and Rebecca L. Turner, Eds. 1994, Gale Research Inc.: Detroit, MI.

WE WELCOME YOUR SUGGESTIONS!

The SHADES Resource Manual is a work in progress. We invite you to experiment with it and decide which activities and sessions you find most effective and/or enlightening. Your comments and suggestions are much needed as the SHADES Committee/Thailand seeks to revise and improve this, our first edition of the manual. Please write to us via your staff, PC Washington, or directly so we can improve these sessions and include others you create.

Good luck to you all as we work together to understand the benefits and challenges of diversity in the Peace Corps while helping others to do the same.

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